

Core Question 3: Is the organization effective and well run?

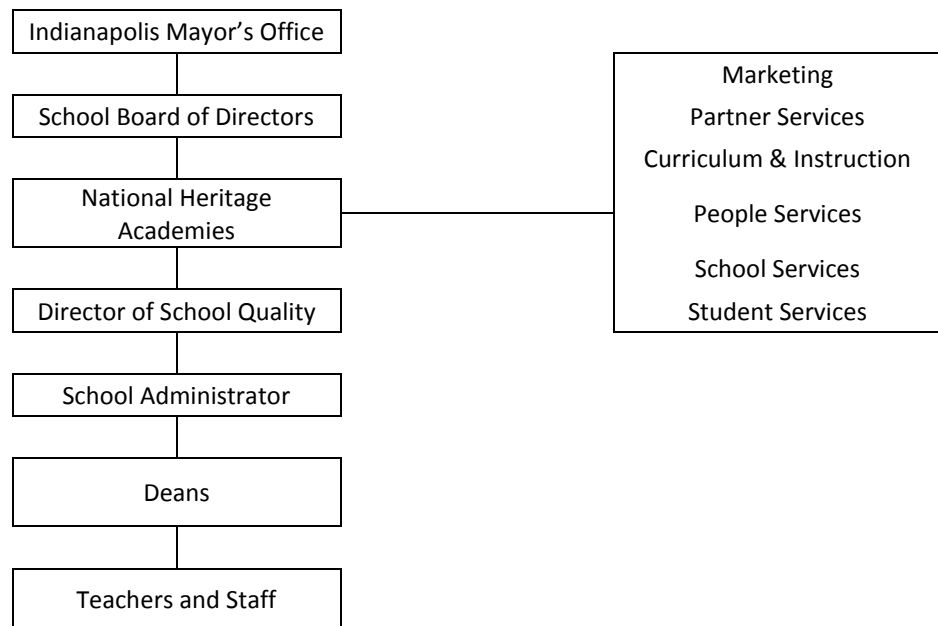
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	ES	MS	MS	AS	MS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						MS

The Principal at Andrew J. Brown Academy (AJB) has nearly twenty years of educational experience with over a decade in school leadership positions. 2015-2016 was his second year serving as Principal and he focused primarily on refining the many systems and structures he put in place during the 2014-2015 school year. The school leadership team consisted of the principal and three deans, who shared the responsibilities of academic and instructional oversight, professional development, discipline, and general school operations. Additionally, the school hired a dean of intervention to focus primarily on instructional supports across all grade levels. While there was some transition between school years, once the school year started the leadership team remained stable.

The Principal maintained frequent communication with staff, families, the board of directors, National Heritage Academies (NHA), the school's Educational Management Organization (EMO), and the Mayor's Office (OEI). To prioritize family and community outreach, staff members fluent in both English and Spanish were hired to translate school documents. Additionally, the school created a phone app to share real-time school updates, classroom reminders, and general school information. The Principal has established several relationships with community partners to aid in student recruitment and to support school activities throughout the year. At monthly board meetings, he provided a detailed a thorough report on school progress that included enrollment, academics, athletics, staffing, and school events.

Organizational Chart



Due to the school's low academic performance in the 2014-2015 school year, AJB remained on the Indiana Department of Education's (IDOE) "Priority School" list. This involved creating an extensive Student Achievement Plan, receiving two site visits from the IDOE, as well as participating in additional meetings and check ins with OEI. In the process, the Principal employed the staff to identify root causes of low performance, set meaningful goals, and develop robust action steps to address the root causes. For example, the school created a strategic plan that included data-driven instruction professional development, professional learning communities, more robust lesson planning expectations, and intensive student remediation plans. Results on formative assessments demonstrated improvement in student growth from the previous year, indicating effective implementation of strategies.

Overall, the Principal demonstrated sufficient academic and organizational leadership as well as a clear commitment to school improvement. Thus, Andrew J. Brown Academy receives a Meets Standard for the 2015-2016 school year.

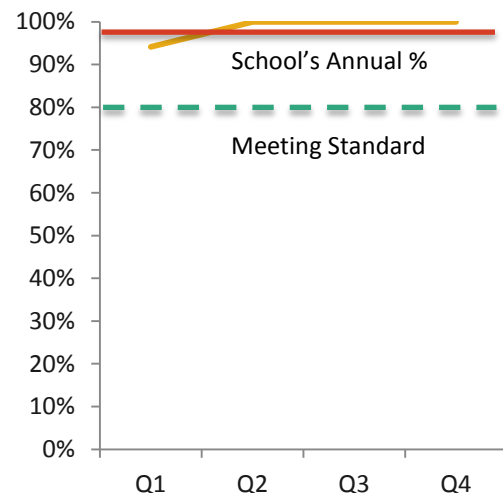
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	MS	MS	MS	ES	
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						ES
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

Andrew J. Brown Academy contracts with National Heritage Academies (NHA) as its Education Management Organization (EMO). One of the services NHA provides is managing the school's compliance with the Mayor's Office, the Indiana Department of Education, and state and federal laws. For the 2015-2016 school year, NHA submitted 97% of documents on time or early.

NHA worked with the school and the board to oversee compliance with the charter agreement and in meeting governance obligations. An NHA representative attended every board meeting to provide operational support and oversight (including meeting agendas and adherence to board policies and bylaws) and to ensure alignment between the school, the board, and the EMO. The Principal was actively engaged in all meetings with OEI.

Due to AJB's strong systems for compliance, the school receives an **Exceeds Standard** on this indicator for the 2015-2016 school year

On-Time Compliance Reporting Percentage



3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	AS	AS	AS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						MS
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						AS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

During the 2015-2016 school year, AJB's board was led by the founding board president and was comprised of seven directors with backgrounds in education, business, law, and community engagement. Additionally, in an effort to ensure alignment between the board and EMO, a NHA representative attended every meeting. To address gaps director backgrounds and skillsets, the board prioritized recruitment throughout the school year with plans to add directors with finance, community outreach, and higher education for the 2016-2017 school year.

All official board and school documents were branded with AJB's mission and all board directors demonstrated a clear understanding of the mission. Board meeting minutes and notes reflect discussions that revolved around supporting the school and principal.

Due to concerns with the board's capacity to independently oversee the school's operations and performance, OEI issued a formal notice of deficiency to the AJB board in the spring of 2015. As a result, the board engaged an external charter school board consultant to provide training on effective school oversight. The board worked with the consultant throughout the year to address the following priorities: clearly delineating board member roles and responsibilities, revising bylaws and policies to reflect current best practices, and establishing active committees in the areas of governance and academics. By the end of the year, the board had taken concrete steps to improve all of these priorities.

The AJB board regularly met quorum during the 2015-2016 school year with the majority of director regularly in attendance at monthly meetings. To address concerns around director attendance and engagement, the board moved meetings to the evening and added attendance requirements to its bylaws, resulting in improved attendance and one director being removed from the board. With the addition of committees and recommendations from the board consultant, directors were highly engaged in the governance process. They regularly participated in meetings, reviewed school data, and contributed to a strategic plan.

Skill Sets Represented on Board

Community



Education



Business



Legal



Board Overview

Andrew J. Brown Charter School, Inc. holds the charter for Andrew J. Brown Academy.

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Members

majority

Required for Quorum

The AJB board holds 12 meetings per year.

The board contracts with an Education Management Organization, National Heritage Academies (NHA), to provide services for the school.

Communication between the school, board, management company, and the Mayor's Office was consistent throughout the school year, with all parties ensuring information was transparent and frequently shared with the others. As mentioned previously, the board reviewed and revised its bylaws and policies through its partnership with the board consultant. For example, they added officer term limits and attendance requirements to reflect best practices. Additionally, all meetings were held in accordance with Indiana Open Door Law.

Due to the board's diligence in creating and improving systems for better school governance, AJB receives a Meets Standard on this indicator for the 2015-2016 school year.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	n/a	n/a	n/a	DNMS	AS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						MS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						AS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

During the 2015-2016 school year, NHA provided support in the areas of governance compliance and management, human resources, facilities, accounting, contracts and legal services, professional development, and curriculum. They provided up-to-date information in these areas at critical times throughout the year and maintained consistent communication with both the board and the Mayor's Office.

Annually, the Director of School Quality (DSQ) for NHA provides a thorough evaluation of AJB's Principal. Beginning in the 15-16 school year, the board introduced a policy of reviewing the completed evaluation to ensure alignment in performance standards. Additionally, the board incorporated a more formalized process to review NHA's performance on an annual basis. Finally, with guidance from the board consultant, the board implemented a formal method to evaluate its own performance and set goals to continuously improve its school oversight. Informally, the board received thorough board packets before each monthly meeting that included a variety of data and information around academics, finance, and operations. While the governance committee was instrumental in delineating director roles and responsibilities and setting strategic direction for the board, the academic committee didn't begin meeting until close to the end of the year. Given the school's struggle with academics the past few years, it will be important for the board to establish methods of closely monitoring academic performance throughout the school year and in setting strategic direction when necessary.

Interactions between the board, school leadership, and NHA were consistently respectful and demonstrated a shared commitment to the ongoing improvement efforts of the school. Thus, AJB earns a **Meets Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	MS	MS	MS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-16, AJB's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of AJB's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator for 2015-16.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals					
3.6 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	N/A	N/A	N/A	N/A	AS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Each year, AJB will have an overall employee satisfaction rate of 75-80% as measured by the spring employee satisfaction survey.						MS
	Each year, AJB will have an overall parent satisfaction rate of 75-80% with at least 50% of parent responding to a school-administered parent satisfaction survey.						ES

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2014-15 school year, AJB set its first non-academic goal around employee satisfaction. The school reported a 77% satisfaction rate on the spring 2016 survey administration. Therefore, the school receives a **Meets Standard** on this goal.

AJB set its second goal around parent satisfaction. The school reported a 92% "overall satisfaction" rate from parents with 67% of families participating in the survey. Therefore, the school receives an **Exceeds Standard** on this goal.

Overall, due to the ratings of the individual goals above, AJB receives a **Meets Standard** on this indicator for the 2015-16 school year.